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17. ABSTRACT (MAX. 250 WORDS)

The Progress Report for 1964-65 was presented in question-answer form.

Provisions made for teachers to become better acquainted with students included mental maturity tests given at the opening of school and conferences held with parents by one or more team members. The principal met with parents of children in summer readiness programs during the summer. Parents met with school personnel one night during the first week of school.

In regard to materials, it was asked whether there were innovations in the use of audiovisual aids, television, and programed materials; the overhead projector, teacher-produced and programed recordings were used. Tentative findings showed that children were able to make more than one year's progress. The majority of children made satisfactory achievement, developed greater independence, and were highly motivated. There were fewer discipline problems, and children developed better listening habits.

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COMPREHENSIVE SCHOOL IMPROVEMENT PROJECT PROGRESS REPORT, 1964-65

1. A. School System Winston-Salem/Forsyth County

   B. Name of School Forest Park

   C. Person or persons preparing this report Mary Ellen Gibbs, Elementary Supervisor; with suggestions from all team members and principal

2. A. Number of students in CSIP program: 90 beginning; 81 at end of year

   B. Number of sections of 1st, 2nd, and 3rd year students:

   First 3 Second _____ Third _____

3. A. Was team planning by teachers a characteristic of the program? Yes

   B. When and how often were planning sessions held? Daily, three times a week during school day; and before and/or after school when necessary.

4. A. What provisions were made for teachers to become better acquainted with students?

   Mental maturity tests given at opening of school. Conferences with parents by one or more team members. Sharing of knowledge by team members about individuals.

   B. What provisions were made for teachers to become better acquainted with parents?

   Principal met with parents of children in summer readiness program during summer. Parents meeting one night first week of school. Usual communications: telephone conversations, written notes, individual conferences, P.T.A.

5. Was the school day reorganized and were special grouping techniques utilized? (Brief description of team teaching and/or non-graded operation if developed. Describe any special grouping efforts and attempts to individualize instruction, etc.).

   Yes. Children were placed in one of six levels for developmental reading and arithmetic. At times they were regrouped in tiny sections for catch-up, remedial or enrichment work, while a large group did more routine activities. Later in the year the teaching of writing involved a few children needing extra help in letter formation, a large group for practice, and a small number for creative writing. Large groups often participated in music, physical education, science, seeing films, story hour, etc.

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6. Were basic changes made in curriculum materials and approaches? Describe.

Yes. Contemporary arithmetic using worktext, Moving Ahead in Arithmetic, was substituted for traditional arithmetic. The overhead projector and many manipulative materials and devices gave increased meaning to program. Fifteen children moved into second grade reading about six weeks before the end of the year. Creative writing was emphasized with one group during the last quarter of the year.

7. Were there innovations in the use of audio-visual aids, television, programmed materials, etc.? Describe.

Yes. Overhead projector, with both teacher-made and commercial transparencies, was used. Also teacher-produced and programmed recordings were used for listening activities, giving directions, and reinforcing phonetic skills in reading. Pupils in large group listened to amplified recording; or, in small groups, used ear phones. Selected radio stories were taped for use at more convenient times and for hearing more than once. General Electric "Show and Tell" records and filmstrips; beehive and ant farm enriched science activities.

8. Briefly describe any travel, special study or in-service education activities engaged in which were directly related to the CSIP participation.

One-week workshop with all teams in system was held prior to opening of school. One member of team, principal and supervisor spent two days observing team teaching in schools of Pittsburgh, Pennsylvania. Team also visited classes in Greenville, North Carolina; attended one-day SRA conference in Durham; and participated in two day workshop, called and conducted by the consultants at Appalachian State Teacher's College in Boone. Team was hostess to and gave many demonstrations for many visitors from within the system, from other systems and from colleges. Much professional reading was done; and discussion meetings in addition to planned state meetings took place.

9. A. What evaluation instruments and techniques were used? List.

California Mental Maturity test given at beginning of year helped place children at their working level early in the year. Evaluation instruments and techniques used in most first year classes were used throughout the year: readiness tests, basal reader tests, teacher-made evaluations and observations.

B. Please make a general statement on tentative findings thus far.

Children were typical, average first grade children. Some children were able to make more than one year's progress. Every child felt satisfactory achievement. Children developed greater independance - this was observed too by outsiders. Children and teachers were highly motivated. There were fewer discipline problems; and children developed better listening habits.

10. A. React to the role of the teacher aide. The teacher aide is perhaps the key to the enthusiastic reception of the program by the teachers. She is a vital part of the success of the program, and it would not have been as effective without her. However, the principal felt that team teaching with or without an aide is better than teaching in the self-contained classroom. With her doing the daily routine clerical work, teachers were freed sooner for concentrated teaching. She frequently worked with small groups within the classroom; and handled large groups in music, physical education, literature and in the lunchroom.

B. React to the role of the college consultant.

The college consultant visited the school several times, brought observers from his college classes, sent other teachers to observe, and added security to the team. He was available when needed, and was a cooperative resource person. He defined his role as more of a "learner" than a consultant.

11. Were there noticable effects of the Summer Readiness Program upon the Regular School Year Program? If so, describe.

Yes. Children more readily adjusted to formal academic procedures and helped classmates adjust. Some were ready for formal reading instruction soon after the opening of school. There was not a single child who participated in the readiness program in the low group in reading. Repeaters from all the first grade sections the year before were placed in the program when school opened. The team felt this lowered the median achievement of the entire group.

12. Has the CSIP operation had any impact on other phases of the school program and upon non-participating staff members? Describe.

Yes, second grade teachers were eager to enter program next year, going into the first year level while the initial team moved up with original group. Other teachers were inspired and wanted to be involved. There is perhaps a need for greater involvement of the librarian and music teacher and others in their orientation and role in the program.

13. A. Has this first year of CSIP experience been of particular value for the students? Why, or why not?

Yes. Children were culturally broadened. Every child achieved and was accepted on his level. Each child had four adults close to him and his interests at school. Adjusting to four was never considered any problem.

(13) B. Has this first year of CSIP experience been of particular value for the teachers? Why, or why not?

See bottom of page.

Signed_____
Superintendent

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W. B. Sugg, Director
Comprehensive School Improvement Project
Department of Public Instruction
Raleigh, North Carolina

Yes. Teachers have been enthusiastic and highly motivated in the day by day preparation of lessons, have discovered new and varied techniques of teaching, and are open for more creative teaching and experimentation at a higher level. They expressed the assurance that each child knows what has been taught and they can adjust their grouping and teaching accordingly. Specific teacher strengths have been utilized in planning, preparation of materials and teaching. Professionally they have grown through opportunities for more reading, observing, workshops, and conferences with other team teachers in other parts of the country. Personally they have grown closer to one another. A mutual concern with other understanding adults has helped in solving many problems.

The principal feels that for the first time since he has been in the education business, he is meeting the needs of the individual child. "The thing that adds luster to the program", he said, "is that three teachers and an aide can sit down around a table and talk about one child and can plan for his welfare. I feel the program has been a big success, that we have done a better job than we have ever done before."